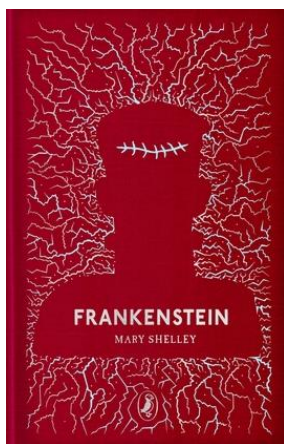


# Monsters and Mayhem



## Writing

### Learning

In this unit, the children will develop their ability to write effectively in narrative form, for the purpose of building tension and suspense for their readers. We will be using Usborne's version of the classic *Frankenstein* as a springboard in refining their description of setting and character, particularly in describing the monster and in building atmosphere. Figurative language will continue to be developed to enhance description, as well as careful dialogue interwoven to provide extra character detail. In addition, the children will continue to apply their grammar learning, such as using specific sentence types and specific punctuation, to enhance the effect on the reader. After this, we will go on to revise our newspaper writing skills, so that they can report on an event from *Frankenstein* in a suitable journalistic style. This will include applying their grammar learning of 3rd person, relative clauses, passive sentence structures and selecting reported or direct speech.

### Outcomes

Plan, draft, edit and publish a narrative description with tension and suspense.

Plan, draft, edit and publish a newspaper report.

### Key Vocabulary

Atmosphere, effective adjectives In noun phrases, rule of three, figurative language: metaphors and similes, precision of nouns, descriptive verbs, fronted adverbials, complex, compound and simple sentences, formality, purpose, reported speech, direct speech, relative clauses, relative pronouns

## Reading

### Learning

Understanding the meaning of new words in context.

- Discussing the meaning of new vocabulary for impact.
- Understanding and exploring the genre of 'horror'.
- Make comparisons within and across texts.
- Draw inferences and justify these with evidence.
- Predict what might happen from details stated and implied.
- Explain and discuss understanding of what they have read.

### Outcome

This half term our key texts shall focus on the horror writing genre. We shall start by making links to our work in writing on *Frankenstein* by Mary Shelley and then read a collection of short stories by Chris Priestley called 'Uncle Montague's Tales of Terror'.

### Key Vocabulary

Predict, compare, justify, evidence, genre, horror, retrieve, atmosphere, pathetic fallacy, characterisation.

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**Computing**

**Learning**

This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard.

**Outcome**

Children will apply their knowledge of variables and design to create and improve a simple game in Scratch.

**Key Vocabulary**

variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, code, test, debug, improve, evaluate, share, assign, declare

**HRE**

**Learning**

Understand what legal and illegal drugs are and the risks involved with them and short and long term effects of smoking and alcohol. Understand different ways of handling situations involving drugs. Understand what healthy and unhealthy habits look like. Recognise the importance of managing your wellbeing when using social media and the benefits and detriments of spending time online.

**Outcome**

Children will understand that all medicines are drugs, but not all drugs are medicines. They will be able to name some everyday drugs. They will discuss the law for possessing, supplying and making drugs from different classes. They will be able to explain the effects of smoking on the body and the importance of making healthy choices both in real life and online.

**Key Vocabulary**

Mental health, physical health, wellbeing, strategies, healthy lifestyle, choices, habits, online, illegal and legal drugs, smoking, nicotine and alcohol.

**Music**

**Learning**

Explore different genres of music before considering how they can use these concepts to compose their own music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

**Outcome**

Children will perform songs, improvise and compose their own music using a variety of percussion instruments.

**Key Vocabulary**

Musical representation, loud/quiet (dynamics), instruments, pitch, compose, analyse, beat, tempo, dynamics, texture (layering sounds), scale, unison

**French**

**Learning**  
**manger et bouger**

By the end of this unit we will be able to:

- Say and write what we eat and drink to stay healthy.
- Say and write what we do not eat and drink to stay healthy.
- Say and write the activities we do and do not do to stay in shape including a choice of physical activities.

**Outcome**

By the end of this unit we will be able to follow a simple, healthy recipe in French.

**Key Vocabulary**

Je mange  
Je bois  
Pour ma santé je mange..  
Pour ma santé je bois...  
Pour ma santé je ne mange pas de...  
Pour ma santé je ne bois pas de...

**RE**

**Learning**

Can I explore the significance of a Messiah in the Bible?  
Can I explore the evidence that Jesus was the Messiah?  
Can I explain what Christmas means to Christians?  
Can I give examples of how Christians celebrate Christmas in different ways?  
Can I think about the messages from a potential modern Messiah?

**Outcome**

The children will create a 'Wanted' poster for the Messiah. They will explore evidence that Jesus was the Messiah and will be able to explain why Christians believe Jesus was the Messiah. They will discuss and debate whether Christmas has lost its true meaning, by exploring how both Christians and non-Christians celebrate Christmas.

**Key Vocabulary**

Messiah, incarnation, incarnation, gospels, tradition Nativity

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**Maths**      **Learning**

**Fractions:** Building on their learning in Year 5, children will look at multiplying fractions and mixed numbers by integers. Children recognise that they need to multiply the numerator by the integer. When multiplying mixed numbers, children can either partition them into wholes and parts, multiplying each of them by the integer, or convert the mixed number to an improper fraction and then multiply the numerator by the integer.

**Converting measures:** Children will recognise, read and write all metric measures for length, mass and capacity. This is the first time they will be introduced to tonnes as a measure for mass. The relationship between metric and imperial units will also be explored.

**Outcome**

The children will explore using both written and mental methods linked to fractions and converting measures to support solving calculations. They will develop their problem-solving skills, including multi-step problems. They will use mathematical vocabulary to develop their reasoning skills.

**Key Vocabulary**

numerator, denominator, mixed number, integer, metric, imperial, tonnes

**Science**

**Learning**

How the brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit.

To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

To use recognised symbols when representing a simple circuit in a diagram.

**Outcome**

We will use our learning to create a simple electrical device.

**Key Vocabulary**

circuit, bulb, motor, buzzer, fuse, wire, crocodile clip, short circuit, cell, battery, switch, volts

**P.E**

**Learning**

To understand the importance of having a technique when running in both sprinting and relay running.

To practice different styles of jumping and know how to get the best out of our jumping.

To practice the changeover of the baton in relay running and understand how important our body positioning is.

To know and be aware of the different running techniques for sprinting and hurdle running.

To be aware of the correct body positioning when throwing.

**Outcome**

Pupils will be able to describe and demonstrate the way our bodies move when participating in different athletic events. To also be able to jump effectively for distance. Additionally be able to participate in team events such as relay running.

**Key Vocabulary**

Running, hurdles, jumping, javelin, speed bounces, baton, five strides, shuttlecock throws, throwing, hopping.

**Games**

**Learning**

To understand the importance of off-loading the ball when an opposing team is approaching or near.

To be aware that passing must go backwards rather than forwards.

To practice pulling the tags of the opposing team, in order to reset play for the attacking team.

To practice kicking the ball for distance and accuracy. To know when to use space to your advantage and be aware of the correct body positioning when throwing.

**Outcome**

Pupils will be able to grip and hold the rugby ball correctly. They will be able to pass backwards and or off load the ball successfully. Play in a range of competitive scenarios, both in offensive and defensive play. To know the importance of using space when moving.

**Key Vocabulary**

Prop, hooker, flanker, touchline, pitch, turn-over, defensive and offensive, touch, reset.

**DT**

**Learning**

Children to learn to work in a team to plan, design, cost, create and sell a product at the Christmas Fayre.

**Outcome**

Fiver Challenge: The children will work in teams to design and make items to sell or a game to play at the Christmas Fayre.

**Key Vocabulary**

Profit, loss, budget, expenditure, entrepreneur.

**ART**

**Learning**

To create a 3D model from a 2D design.

**Outcome**

Children will create a collaged animal and make it into a 3D model.

**Key Vocabulary**

Grid method, enlarge, texture, form, line and space.